



National Child Care Information Center

A service of the Child Care Bureau

10530 Rosehaven Street, Suite 400

Fairfax, Virginia 22030

Phone: (800) 616-2242 Fax: (800) 716-2242 TTY: (800) 516-2242

World Wide Web: <http://nccic.org>

NCCIC

INFANT and TODDLER CHILD CARE

The period of birth to age 3 is a time of extraordinary growth and development. Healthy development during these first years lays the foundation for future growth and learning in all domains—cognitive, language, physical, social, emotional, and adaptive. This development occurs in a complex interaction between inherited factors and the environments infants and toddlers experience at home and in other settings. The following is a sample of national and State organizations that have an interest in the care of infants and toddlers. Additional publications and resources are listed that have information about infant and toddler development and about policies that are being developed for child care programs that serve infants and toddlers and their families.

NATIONAL ORGANIZATIONS

■ **Better Baby Care Campaign**

World Wide Web: <http://www.betterbabycare.org/>

The Better Baby Care Campaign is a national initiative to encourage and support States, Tribes, and local communities to promote the healthy development of babies, toddlers, and their families. Better Baby Care is a comprehensive, research-based effort to inform public policy, build public will, advance professional education, and enhance practice so that all babies and toddlers will have good health, strong families, and positive early learning experiences.

■ **Better Brains for Babies (BBB) Initiative**

World Wide Web: <http://www.fcs.uga.edu/outreach/coopex/bbb/>

BBB is a collaboration of State, local, public, and private organizations dedicated to promoting awareness and education about the importance of early brain development in the healthy growth and development of infants and young children in Georgia. BBB shares research on brain development through their Web site, a speakers bureau of trained volunteers who can speak to community organizations and professional groups about brain research; a lending library; and train-the-trainer workshops. The What Information is Available link provides information on fact sheets, resources, and additional Web sites.

■ **Center for Prevention and Early Intervention Policy (The Center) Florida State University (FSU)**

1339 East Lafayette Street

Tallahassee, FL 32301

850-922-1300

World Wide Web: <http://www.fsu.edu/~cpeip/>

The Center focuses on maternal and child health and early childhood issues, and is part of the FSU's Institute for Science and Public Affairs. Its vision is that one day all children will be healthy, equipped to learn, and nurtured to develop their full potential. The Center influences

public policy by enlarging the knowledge base about families and young children. Its work focuses on practices and policies which prevent poor birth outcomes, build strong families, promote maternal and child health and development, and prevent disabilities.

Projects and research related to infants and toddler include: FSU Early Head Start; Infant Mental Health; Partners for a Healthy Baby Institute; Racial Disparities in Infant Mortality; and Training Infant and Toddler Trainers in Florida. Additional information on each topic is available on the Web at <http://www.fsu.edu/~cpeip/research.html>.

The Partners for a Healthy Baby Curricular Series consists of home-visitation curricula for the prenatal period, the first 6 months of life, and for infants 7 to 12 months old, as well as supervisory tools to aid in the administration of home-visitation programs with the Partners for a Healthy Baby Institute. Resources are available in both English and Spanish. Additional information on the curricular series is available on the Web at <http://www.fsu.edu/~cpeip/product.html>.

The following resource is also available:

- *Resources for Infant & Toddler Programs: Annotated Bibliography* (November 2000), by Christine Chiricos, is a collection of materials in the field of infant and toddler care. Resources are organized into the following Units: (1) Learning and Teaching; (2) Defining Components of High Quality Infant And Toddler Care; (3) Understanding Infant and Toddler Development; (4) Enhancing Brain Development and the Capacity to Learn; and (5) Supporting the Emotional Development of Infants and Toddlers. This resource is available on the Web at <http://www.fsu.edu/~cpeip/AnnotBiblio.pdf>.

■ **Early Head Start National Resource Center (EHS NRC) @ ZERO TO THREE**
2000 M Street NW, Suite 200
Washington, DC 20036
202-638-1144
World Wide Web: <http://www.ehsnrc.org>

EHS NRC was created in 1995 by the Head Start Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. EHS NRC works to ensure that Early Head Start programs have information and training on a range of topics, including: developmentally appropriate and culturally sensitive practices for infants/toddlers and their families; effective relationship building with families; and inclusive services for children with special needs. Publications and information resources are also available on a variety of topics, including child development, child health and safety, children with disabilities, family partnerships, and staff development. Print, full text documents, and multimedia resources are available. Additional information about articles, chapters, annotated reviews of print and video materials, research abstracts, and links to related Web sites is available on the Web at <http://www.ehsnrc.org/InformationResources/Index.htm>. Additional information about EHS NRC resources is available on the Web at <http://www.ehsnrc.org/Publications/Index.htm>.

Additional information about Early Head Start is available in the *Research On Head Start And Early Head Start* document under the Head Start topic in the Popular Topics section of

NCCIC's Web site at <http://nccic.org/poptopics/research-hs.html>. This document lists a Federal agency, national organizations, and publications that have information about research on Head Start and Early Head Start.

■ **Frank Porter Graham Child Development Institute (FPG Institute)**

The University of North Carolina at Chapel Hill
Campus Box 8180
105 Smith Level Road
Chapel Hill, NC 27599-8180
919-966-2622
World Wide Web: <http://www.fpg.unc.edu>

The FPG Institute is a multidisciplinary center for the study of young children and their families. Research and education activities focus on child development and health, especially factors that may put children at risk for developmental problems, such as poverty, health issues, family development, and child care quality, as well as inclusion and children with special needs. They have developed four environmental rating scales, each designed for a different segment of the early childhood field: Infant Toddler (ITERS), Early Childhood (ECERS-R), Family Day Care (FDCRS), and School-Age Care (SACERS). Programs run by FPG include the National Early Childhood Technical Assistance Center (NECTAC) and the National Center for Early Development and Learning (NCEDL).

The Carolina Abecedarian Project, a Web site sponsored by the FPG Institute, discusses the findings of the Abecedarian Project, a scientific study that examined the benefits of early childhood education for poor children over time. This Web site includes information on the importance of early intervention, major findings of the study, and policy implications. *Early Learning, Later Success: The Abecedarian Study: Executive Summary* is available, as well as information on additional publications and related links. Additional information is available on the Web at <http://www.fpg.unc.edu/~abc/>.

■ **High/Scope Foundation**

600 North River Street
Ypsilanti, MI 48198
734-485-2000
World Wide Web: <http://www.highscope.org/>

High/Scope Foundation, an independent nonprofit research, development, training, and public advocacy organization was founded in 1970. The Foundation's principal goals are to promote the learning and development of children worldwide from infancy through adolescence, and to support and train educators and parents. Resources related to infants and toddlers include:

- *High/Scope Infant and Toddler Key Experiences*, a list of learning goals and objectives, is available on the Web at <http://www.highscope.org/EducationalPrograms/EarlyChildhood/infanttoddkeyexp.htm>.
- *Tender Care and Learning: Supporting Infants and Toddlers in Child Care Centers* describes High/Scope's active learning approach in caring for infants and toddlers;

- *High/Scope Child Observation Record (COR) for Infants and Toddlers* is an infant/toddler assessment tool kit which includes a user guide, observation booklets, anecdotal forms, parent guides, and other resources; and
- *It's Mine: Responding to Problems and Conflicts* is a 40-minute video that provides strategies caregivers can use to respond to children's social conflicts.

Additional information on these resources and others is available on the Web at <http://www.highscope.org/productlist.asp?intcategoryid=5>.

■ **National Association for the Education of Young Children (NAEYC)**

1509 16th Street NW
Washington, DC 20036
800-424-2460

World Wide Web: <http://www.naeyc.org>

NAEYC is a nonprofit professional organization dedicated to improving the quality of care and education provided to our nation's young children. NAEYC has over 100,000 members, including teachers, administrators, parents, policy-makers, and others committed to bringing high-quality early education and care to all young children. The following NAEYC resources are available on the Web:

- *Toilet Learning for Toddlers* (1998), an *Early Years are Learning Years* release, provides hints on determining when young children are ready to begin the potty training process, and provides suggestions on how to help children progress. This resource is available on the Web at <http://www.naeyc.org/ece/1998/17.pdf>.
- *How Does Infant and Toddler Care Measure Up?* (1997), an *Early Years are Learning Years* release, is a summary of findings based on a study of infant and toddler programs. This resource is available on the Web at <http://www.naeyc.org/ece/1997/19.pdf>.

Additional resources related to infants and toddlers available from NAEYC include:

- *Secure Relationships: Nurturing Infant/Toddler Attachment in Early Care Settings* (2002), by Alice Honig, uses research and theory to distill key points for caregivers and parents about understanding and building attachment. Loving, responsive, and consistent care from primary caregivers is seen as the key to young children learning to form relationships. Additional information is available on the Web at http://www.naeyc.org/shoppingcart/Itemdetail.aspx?Stock_No=123&Category=SIInfant%20/%20Toddlers&SText=.
- *Bambini: The Italian Approach to Infant/Toddler Care* (2001), by Carolyn Edwards and Lella Gandini, published by Teacher's College Press, provides information about the Italian approach to infant and toddler care. Practitioners, researchers, and policy-makers who created these dynamic family-centered programs discuss strategies and systems that support emotional and cognitive development and the delicate relationship between parents and children. Additional information is available on the Web at

http://www.naeyc.org/shoppingcart/Itemdetail.aspx?Stock_No=114&Category=SIInfant%20/%20Toddlers&SText=.

- *Educating and Caring for Very Young Children: The Infant/Toddler Curriculum* (2001), by Doris Bergen, Louis Torelli, and Rebecca Reid, published by Teacher's College Press, discusses how infant/toddler "educarers" can combine theory and practice to provide physical and social environments in which children thrive. Case descriptions illustrate how to accommodate children with different developmental levels, backgrounds, personalities, and needs. Additional information is available on the Web at http://www.naeyc.org/shoppingcart/Itemdetail.aspx?Stock_No=113&Category=SIInfant%20/%20Toddlers.

■ **National Infant & Toddler Child Care Initiative**

ZERO TO THREE

2000 M Street NW, Suite 200

Washington, D.C. 20036-3307

202-638-1144, ext. 625

Web: <http://nccic.org/itcc>

The National Infant & Toddler Child Care Initiative at ZERO TO THREE is a project of the Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. It is designed to support State and Territory Child Care and Development Fund (CCDF) administrators in their efforts to effect system-wide improvements in infant and toddler child care. This three-year project will work directly with 10 States and Territories per year, a total of 30, and will produce fact sheets, issue briefs, and other materials that will be available to all States and Territories.

■ **Program for Infant Toddler Caregivers (PITC)**

WestEd PITC

180 Harbor Drive, Suite 112

Sausalito, CA 94965-1410

415-289-2300

World Wide Web: <http://www.pitc.org>

PITC seeks to ensure that America's infants get a safe, healthy, emotionally secure and intellectually rich start in life. Its three pronged mission is to increase the availability and quality of child care for all children under age 3; disseminate information that increases the practice of responsive, respectful and relationship based infant toddler care; and influence national, regional and local policies and practices so that the needs and interests of individual infants, toddlers, and their families are the foundation for all curriculum development and program activity. The *PITC Curriculum* was developed by WestEd, Center for Child and Family Studies in collaboration with the California Department of Education Child Development Division. It is a comprehensive training system developed to assist caregivers of children under the age of 3 years to administer high-quality care. Caregiver training and train-the-trainer programs are available. PITC is in practice in Early Head Start programs and other State programs. The PITC library contains a directory of resources, including activities for trainers, articles, videos, manuals, and handouts. Additional information on library materials is on the Web at

http://www.pitc.org/pub/pitc_docs/resources.html.

■ **Teaching Strategies**

P.O. Box 42243

Washington, DC 20015

800-637-3652

World Wide Web: <http://www.teachingstrategies.com>

The Creative Curriculum® series, developed by Teaching Strategies, Inc, includes specific resources for curriculum development for infants and toddlers, preschool-aged children, school-agers, and family child care. This curriculum focuses on how children learn, what children learn, the role of the parent, teacher, or provider, and the physical environment. Additional information on infant/toddler program resources is available on the Web at

http://www.teachingstrategies.com/pages/page.cfm?pg_section=infant.

■ **WestEd**

730 Harrison Street

San Francisco, CA 94107

877-4-WestEd

World Wide Web: <http://www.wested.org/cs/we/print/docs/we/home.htm>

WestEd is a nonprofit research, development, and service agency that works with education and other communities to promote learning for children, youth, and adults. WestEd's Early Childhood/Early Intervention and Prevention Program provides: training at both the preservice and inservice levels for professionals working with young children, including those who work with children with disabilities; an early intervention model for low-income communities; training and technical assistance for parents and professionals; resource development and dissemination; and distance-learning opportunities. Additional information is available on the Web at <http://www.wested.org/cs/we/view/area/4>. Information on resources on infant/toddler care is available on the Web at <http://www.wested.org/cs/we/query/q/1268?area=4>. A sample resource includes:

- "Urgency Rises for Quality Child Care: Infants and Toddlers" (August 2002), a WestEd *Policy Brief*, examines research about the kinds of relationships, experiences, and environments that foster healthy child development. It examines the implications of structuring quality child care programs, points to existing models, and identifies barriers. Policy implications and recommendations are also discussed. This resource is available on the Web at http://www.wested.org/online_pubs/po-02-02.pdf.

■ **ZERO TO THREE: The National Center for Infants, Toddlers, and Families**

2000 M Street NW, Suite 200

Washington, DC 20036

202-638-1144

World Wide Web: <http://www.zerotothree.org>

ZERO TO THREE is one of the nation's leading organizations that offer resources on the first three years of life. Its aim is to strengthen and support families, practitioners, and communities to promote the healthy development of babies and toddlers. ZERO TO THREE provides a variety of programs and services on professional education and program consultation; leadership development; public awareness and parent education; and policy analysis and development. A

variety of parenting resources are available, including information on children with special needs, early care and education, the impact of violence on children, infant mental health, and parenting and early development. Resources in Spanish also are available. *Brain Wonders*, on the ZERO TO THREE Web site, offers information to parents, child care providers, and pediatric and family clinicians about brain development in the context of relationships from conception to age 3. Additional information is available on the Web at <http://www.zerotothree.org/brainwonders/index.html>.

The *Magic of Everyday Moments® Campaign*, a national education campaign developed in partnership by ZERO TO THREE and the Johnson & Johnson Pediatric Institute, is designed to help caregivers understand how to use simple, everyday moments to promote young children's social, emotional, and intellectual development. Information is available in English on the Web at <http://www.zerotothree.org/magic/> and in Spanish at <http://www.zerotothree.org/magic/Spanish/main.html>.

Developmental Milestones: How I Grow in Your Care is a Web page that contains charts for parents to track their child's developmental progress. The charts include: "Birth to 8 Months: Young Infants," "8 to 18 Months: Explorers," and "18 Months to 3 Years: Toddlers and Two-Year-Olds." This resource is available in English on the Web at http://www.zerotothree.org/dev_miles.html and in Spanish [*Hitos en el Desarrollo: Cómo Crezco Bajo Su Cuidado*] at http://www.zerotothree.org/Spanish/dev_miles_Sp.html.

Additional resources published by ZERO TO THREE available on the Web include:

- *Building Bridges from Prekindergarten to Infants and Toddlers: A Preliminary Look at Issues in Four States: A Discussion Paper* (April 2004), by Joan Lombardi, Julie Cohen, Helen Stebbins, Erica Lurie-Hurvitz, Jodi Jacobson Chernoff, Kristin Denton, Rachel Abbey, and Danielle Ewen, published by ZERO TO THREE, explores the connections and interactions between infant-toddler and prekindergarten policies. This information is to be used to create a dialogue about how to build systems that ensure the maximum benefit for children of all ages while avoiding the negative consequences that could result without an intentional discussion about how the parts fit together. It presents a brief summary of findings that emerged from 25 interviews with early education leaders in four States (Georgia, Illinois, New Jersey, and New York) concerning the connections and interactions between infant-toddler and prekindergarten policies. This resource is available on the Web at <http://www.zerotothree.org/policy/policybriefs/BuildingBridges.pdf>.
- *Getting Ready for School Begins at Birth* (2004) is a brochure that describes how parents can use everyday activities to lay the foundation for lifelong learning in four key areas: language and literacy, thinking skills, self-control, and self-confidence. This resource is available on the Web at <http://www.zerotothree.org/schoolreadiness/pdf/GettingReadyforSchoolBeginsatBirth.pdf>.
- *Healthy Minds: Nurturing Your Child's Development* (2003), is a series of seven handouts that summarizes key findings of brain development research and offers

suggestions to parents on how to nurture their child's healthy development. Handouts include:

- "Healthy Minds: Nurturing Your Child's Development From 0–2 Months;"
- "Healthy Minds: Nurturing Your Child's Development From 2–6 Months;"
- "Healthy Minds: Nurturing Your Child's Development From 6–9 Months;"
- "Healthy Minds: Nurturing Your Child's Development From 9–12 Months;"
- "Healthy Minds: Nurturing Your Child's Development From 12–18 Months;"
- "Healthy Minds: Nurturing Your Child's Development From 18–24 Months;" and
- "Healthy Minds: Nurturing Your Child's Development From 24–36 Months."

These handouts are available on the Web at <http://www.zerotothree.org/healthyminds/>.

- *Starting Smart: How Early Experiences Affect Brain Development* (2000) 2nd ed., by ZERO TO THREE and The Ounce of Prevention Fund, examines the effects of early experiences on infant brain development. This resource is available on the Web at <http://www.zerotothree.org/startingsmart.pdf>.

Additional ZERO TO THREE resources include:

- *Children's Play: The Roots of Reading* (2004), eds. Edward F. Zigler, Dorothy G. Singer, and Sandra J. Bishop-Josef, discuss the importance of play in helping children learn basic literacy, social awareness, and creative problem solving skills.
- *The Power of Play* (2004), by Claire Lerner and Sharon Greenip, is a booklet for parents and caregivers on how children learn through play, and what adults can do to support their learning.
- *Before the ABCs: Promoting School Readiness in Infants and Toddlers* (2003), by Rebecca Parlakian, highlights seven critical social-emotional skills that impact school readiness. The critical skills are: confidence, curiosity, intentionality, self-control, relatedness, capacity to communicate, and cooperativeness.
- *Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice* (2003), by Lally, Griffin, Fenichel, Segal, Szanton, and Weissbourd, assists caregivers, program directors, families, and trainers to meet the needs of each child. This resource includes information on: early development stages, necessary health and safety standards, good relationships, training and mentoring programs, other community-based service systems, continuity of care, and cultural and linguistic needs. Examples of appropriate and inappropriate caregiver responses to typical child behavior are included, as well as stories that illustrate day-to-day experiences, and a chart of developmental milestones. The 2003 edition includes updated references and resources.
- *How Culture Shapes Social-Emotional Development: Implications for Practice in Infant-Family Programs* (2003), by Rebecca Parlakian, examines how culture shapes children's fundamental learning about themselves, their emotions, and their way of interacting and

relating to others. It includes recommendations for culturally responsive services, and an explanation of cultural reciprocity, a framework for resolving cultural dilemmas. The provided activities feature a range of infant-family settings.

- *Losing a Parent to Death in the Early Years: Guidelines for the Treatment of Traumatic Bereavement in Infancy and Early Childhood* (2003), by A. F. Lieberman, N. C. Compton, P. Van Horn, and C. Ghosh Ippen, offers clinicians, counselors, educators, child care professionals, and others a compassionate yet practical guide to the assessment and treatment of young children who have experienced the death of a parent or primary caregiver. The authors describe how babies, toddlers, and preschool-age children typically respond to overwhelming loss, explain complications in the grieving process that are associated with the sudden or violent death of a parent, and offer vignettes that illustrate therapeutic interventions for traumatically bereaved young children and their families.
- *Building Strong Foundations* (2002), by Rebecca Parlakian and Nancy L. Seibel, explores how supportive relationships at all levels of an infant/family program (supervisor and staff, staff and family, parent and child) contribute to healthy social-emotional development, or “infant mental health.” The core concepts of infant mental health are discussed, as well as strategies on how to promote children’s mental health. Guidelines for referring very young children for assessment and treatment are provided.
- *Case Studies in Infant Mental Health: Risk, Resiliency, and Relationships* (2002), ed. Joan J. Shirilla and Deborah J. Weatherston, documents the history of infant mental health practice, and offers 12 case studies of infant mental health specialists and their work.
- *Learning Language and Loving It: A Guide for Promoting Children’s Social and Language Development in Early Childhood Settings* (2000), 2nd ed., by Elaine Weitzman, for The Hanen Centre in Toronto, is designed for early childhood educators, special educators, and speech/language pathologists. It addresses the full range of topics which impact language development. This book shows how children, especially those at risk for delay in social and/or language skills, can be assisted in interaction with adults and peers that are critical to the development of language. It also describes developmentally appropriate ways adults can enhance children’s language skills, “dos and don’ts” for professionals, and includes two observation guides to evaluate children’s social, play, and language skills.
- *Quality Care for Infants and Toddlers* (July 1999), by Emily Fenichel, Abbey Griffin, and Erica Lurie-Hurvitz, prepared for the Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, synthesizes presentations and discussions that took place at the National Leadership Forum on Quality Care for Infants and Toddlers that took place in September 1998. It also draws on follow-up interviews with participants as well as key documents in the infant/toddler child care literature. Topics include demand, supply, and quality; the quest for quality in infant/toddler child care; seven strategies to improve quality in infant/toddler care; and a

conclusion. This resource is available on the Web at <http://www.nccic.org/poptopics/infants.html>.

Additional information on these and other resources are available on the Web at <http://www.zerotothree.org/bookstore/>.

ADDITIONAL PUBLICATIONS about INFANT and TODDLER DEVELOPMENT

■ *Picture This: A Framework for Quality Care for Infants and Toddlers* (2003), by the Arkansas Department of Human Services, is a booklet that describes infants and toddlers through words and pictures as they grow and develop in a variety of settings. Infants and toddlers are presented in three age groups: birth to 8 months, 8–18 months, and 18–36 months. The infants and toddlers are portrayed in the areas of self-concept development, emotional development, social development, language development, physical development, and cognitive development. Lists of toys and materials, books, cassette tapes, and CDs for infants and toddlers are included. Activities on how parents and caregivers can support each area of development are included. This resource is available on the Web at <http://www.state.ar.us/childcare/infanttoddbroch.pdf>.

■ *How Behavior Changes in Babies, Ages 0–18 Months* (2002), by Rose Allen, University of Minnesota Extension Service, discusses how behavior changes in infants, from birth to 18 months. The influence of various environmental factors on the development of language skills and behavior are also discussed. This resource is available on the Web at <http://www.extension.umn.edu/info-u/families/BE619.html>.

■ *How Behavior Changes in Toddlers Ages 18 Months to 2.5 Years* (2002), by Rose Allen, University of Minnesota Extension Service, discusses what developmental changes in behavior parents should expect when their child enters toddlerhood. This resource is available on the Web at <http://www.extension.umn.edu/info-u/families/BE620.html>.

■ “Development in the First Years of Life” (Spring/Summer 2001), in *The Future of Children* Vol. 11, No. 1, by Ross A. Thompson, a publication of The David and Lucile Packard Foundation, discusses the brain development and learning of children from birth to 3 years. This article is available on the Web at http://www.futureofchildren.org/information2826/information_show.htm?doc_id=79334.

■ *Right From Birth* (December 2000) is a 12-episode television series that leads parents and caregivers through the stages of early childhood from birth to 18 months and gives practical advice on how adults can prepare children for a lifetime of learning from the day they are born. The series, which is based on the work of Craig and Sharon Ramey, was developed in 2000 by the Mississippi Broadcasting Network and has aired on over 127 PBS stations nationally. VHS videotapes of the series, a caregiver guide, and a facilitator manual support an outreach program that includes facilitator training and community workshops. Several States have replicated this model using the Right From Birth materials. Additional information about this television series is available on the Web at http://www.etv.state.ms.us/kids_parents/rfb/overview.html.

ADDITIONAL PUBLICATIONS about POLICIES and DATA

- *Children Born in 2001: First Results from the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (November 2004), by National Center for Education Statistics (NCES), provides descriptive information about children born in the United States in 2001. It presents information on certain child and family characteristics, on children's mental and physical skills, on children's first experiences in child care, and on the fathers of these children. The report profiles data from a nationally representative sample of children at about 9 months of age, both overall, and for various subgroups (i.e., male and female, children from different racial/ethnic groups, and children living in different types of families). This resource is available on the Web at <http://www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005036>.

- "Infant/Toddler Rules to Assure Early Education and Strong Relationships" (2004), *Do States Require Child Care Programs to Educate Children?* Report No. 3, by Sarah LeMoine and Gwen Morgan, published by the Clearinghouse on Early Education and Parenting (CEEP), examines the infant/toddler rules that were part of generic center rules, and also the separate infant/toddler rules, as of January 1, 2004. Ratios and group sizes, as of February 6, 2004, are listed at the end of this report. This resource is available on the Web at <http://ceep.crc.uiuc.edu/docs/cc-educate/report3.pdf>.

- *Ready for School: The Case for Including Babies and Toddlers as We Expand Preschool Opportunities* (2003), published by the Ounce of Prevention Fund, provides a rationale for including the needs of infants and toddlers in policies and plans for expanding preschool opportunities. This resource is available on the Web at <http://www.betterbabycare.org/docs/readyschool.pdf>.

- "Continuity of Caregiver for Infants and Toddlers" (December 2003), an *ERIC Digest*, by Debby Cryer, Sarah Hurwitz, and Mark Wolery, published by the Clearinghouse on Early Education and Parenting, looks at the theory and research of continuity of caregivers for infants and toddlers, as well as implementation. This resource is available on the Web at <http://ceep.crc.uiuc.edu/eeearchive/digests/2003/cryer03.html>.

- *Quality Child Care for Infants and Toddlers: Case Studies of Three Community Strategies: Final Report, April 2003* (April 2003), by Diane Paulsell, Renee Nogales, and Julie Cohen, published by Mathematica Policy Research, Inc., highlights findings from three types of child care initiatives located in four diverse communities whose purpose was to improve low-income families' access to good-quality care for infants and toddlers. The study initiatives included the following programs: the Community Consolidated Child Care Pilot Services Program in El Paso County, CO; State-Sponsored Early Head Start Programs in Kansas City, KS, and Sedalia, MO; and Mountain Area Child and Family Centers in Buncombe County, NC. The focus was on two overarching themes: how to pay for infant-toddler child care and how to ensure the provision of high-quality care. Although providing high-quality infant-toddler care is expensive and challenging, many child care providers in the study were willing to add services for infants and toddlers or to expand the number of slots they offered once they were assured of sustained funding, technical assistance, and support. All the case study initiatives made progress by pooling resources, coordinating services, and maintaining close communication among key

stakeholders. This resource is available on the Web at <http://www.mathematica-mpr.com/publications/PDFs/qualchildhlth.pdf>.

■ *Benchmarks of Recommended Practice: Needs Assessment for Successful Inclusion of Infants and Toddlers with Disabilities in Natural Settings* (2002), ed. Adrienne Frank, published by Child Development Resources for the Office of Special Education Programs, U.S. Department of Education, is a needs-assessment instrument that is intended to help practitioners identify quality services and programs, and guide the design of services for infants and toddlers with disabilities in natural settings. The instrument is divided into five areas: Collaborative Practices, Environmental Strategies, Learning Strategies, Family-Centered Practices, and Administrative Practices. An individualized learning plan is included. This resource is available on the Web at <http://www.cdr.org/BM%20Needs%20Assessment%20Instrument.pdf>.

■ “Research on Quality in Infant-Toddler Programs” (November 2002), an *ERIC Digest*, by Alice Sterling Honig, published by the Clearinghouse on Early Education and Parenting, introduces some of the many issues related to the quality of infant-toddler care. This resource is available on the Web at <http://ceep.crc.uiuc.edu/eecearchive/digests/2002/honig02.html>.

■ *Arkansas Framework for Infant and Toddler Care* (July 2002), by the Arkansas Framework for Infant and Toddler Care Work Group for the Arkansas Division of Child Care and Early Childhood Education, presents the Arkansas Framework for Infant and Toddler Care to assist caregivers in providing warm, consistent care during the first 3 years of life. The Arkansas Framework for Infant and Toddler Care describes the elements that are essential to quality infant and toddler care: relationships, environment, health and safety, and diversity. Important developmental elements include self-concept development, emotional development, social development, language development, physical development, and cognitive development. This resource is available on the Web at <http://www.state.ar.us/childcare/bench.pdf>.

■ *Partnerships for Quality: Improving Infant-Toddler Child Care for Low-Income Families* (March 2002), by Diane Paulsell, Julie Cohen, Ali Stieglitz, Erica Lurie-Hurvitz, Emily Fenichel, and Ellen Kisker, published by Mathematica Policy Research Inc. and ZERO TO THREE, for the Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, presents the first-year findings from a study on the range of strategies communities employ to increase the supply, and enhance the quality of infant-toddler child care that is accessible to low-income families. The research questions address five broad themes: quality, affordability, State policy, barriers faced by families, and challenges to collaboration. To meet families’ child care needs, many Early Head Start programs have developed partnerships with child care providers in the community that meet the performance standards. Data from the first year indicated that partnerships could improve low-income families’ access to high-quality infant-toddler care. Data also uncovered challenges that confront partnerships: improving quality while complying with the performance standards; achieving and maintaining continuity of care; matching child care arrangements to families’ needs; and staffing issues. This resource is available on the Web at <http://www.mathematica-mpr.com/publications/PDFs/partnership.pdf>.

■ *The Effectiveness of an Infant Mentoring Project* (2001), by Richard Fiene, Pennsylvania State University, reports on an infant mentoring project which sought to improve the quality of

child care programs for infants birth to 3 years in South Central Pennsylvania. Fifty-two caregivers at 27 licensed child care centers were separated into a mentored group and a comparison group, and were given pre- and post-tests using the *Infant Toddler Environmental Rating Scale*, the *Arnett Caregiver Observation Scale*, the *Bloom Organizational Climate Scale*, and the *Knowledge of Infant Development Inventory*. The mentored group received intensive mentoring from a seasoned early childhood professional for three months. The mentored group showed strong positive increases in the quality of care on the post-tests. Other factors shown to contribute to the differences in test results between the groups included level of experience and education, level of compensation, and openness of organizational decision-making. High staff turnover and inadequate compensation detracted from mentoring success. This resource is available on the Web at <http://www.nccic.org/pubs/fiene2001.pdf>.

■ *First Three Years: A Governor's Guide to Early Childhood* (2001), by the National Governors' Association (NGA) Center for Best Practices, is intended as a tool to help governors and their policy advisors convey the importance of investing in a child's first three years to legislators, parents, businesses, and other community members who can become partners in the effort to give children a better start in life. First written in 1997 under the direction of NGA Chairman Governor Bob Miller of Nevada, this guide is now maintained as a Web site to provide links to the latest reports, initiatives, and information on early childhood. This resource is available on the Web at <http://www.nga.org/portal/site/nga/menuitem.1f41d49be2d3d33eacdcbbeb501010a0/?vgnextoid=50a30f7126014010VgnVCM1000001a01010aRCRD>.

■ *Early Care for Infants, Toddlers, and Preschoolers: Examining the Broader Impacts of Universal Prekindergarten* (October 2001), by Kristi S. Lekies, Emma H. Heitzman, and Mon Cochran, published by the Cornell Early Childhood Program, Department of Human Development, Cornell University, presents results from a study that examined the impact of Universal Prekindergarten (UPK) on community-based services given to infants, toddlers, and preschoolers. Findings and recommendations for enhancing the UPK program are highlighted under seven main topics: child care resource and referral agency involvement in UPK implementation; magnitude of potential UPK impact on infants and toddlers; the receipt of UPK funds; perceived impacts on services to infants and toddlers; competition for 4-year-olds; community concerns; and positive impacts. This resource is available on the Web at <http://www.human.cornell.edu/units/hd/cecp/pdf/infantsandtoddlers.pdf>.

■ "Caring for Infants and Toddlers" (Spring/Summer 2001), in *The Future of Children* Vol. 11, No. 1, a publication of The David and Lucile Packard Foundation, discuss caregiving arrangements for children under the age of 3; the developmental needs of infants and toddlers; recent child care study findings; and issues related to working parents and employer support. Articles include: "Caring for Infants and Toddler: Analysis and Recommendations"; "Development in the First Years of Life"; "Child Care and Our Youngest Children"; "Caring for Our Youngest: Public Attitudes in the United States"; "Employer Supports for Parents with Young Children"; "Federal and State Efforts to Improve Care for Infants and Toddlers"; "International Policies Toward Parental Leave and Child Care"; "Reports From the Field: Introduction"; "Reports From the Field: Child Care Within the Family"; "Reports From the Field: The Military Child Care"; "Reports From The Field: Early Head Start for Low-Income

Families with Infants and Toddlers”; “Reports From The Field: Starting Points: State And Community Partnerships For Young Children”; and “Reports From The Field: Implementation Of California’s Children And Families First Act Of 1998.” This resource is available on the Web at http://www.futureofchildren.org/pubs-info2825/pubs-info.htm?doc_id=79324.

■ “Who’s Caring for Our Youngest Children? Child Care Patterns of Infants and Toddlers” (January 2001), in *Assessing the New Federalism Occasional Paper* No. 42, by Jennifer Ehrle, Gina Adams, and Kathryn Tout, published by the Urban Institute, used data from the National Survey of America’s Families on the types of care, hours in care, and the number of non-parental arrangements for children of working mothers. The study also examined how aspects of care differ depending on child and family characteristics. The study found that 73 percent of infants and toddlers of employed mothers were cared for primarily by a non-parent during the mothers’ working hours: 27 percent by relatives, 22 percent by center care, 17 percent by family care, and 7 percent by nannies/babysitters. Thirty-nine percent were in care full-time. Type of care varied according to the age and race/ethnicity of the child. Center care was more common among children of more highly educated mothers. Center care also was used more often for children of higher-income families. Relative care was most common for low-income families. Children of single parents were more likely than two-parent families to rely on relatives for care. Types of care used differed depending on the amount of time parents had available. This resource is available on the Web at <http://www.urban.org/Template.cfm?NavMenuID=24&template=/TaggedContent/ViewPublication.cfm&PublicationID=7495>.

■ “New State Initiatives in Child Care” (November/December 1997), *Child Care Bulletin* Issue 18, prepared by the National Child Care Information Center for the Child Care Bureau, Administration of Children and Families, U.S. Department of Health and Human Services, contains the article “States Work to Expand Services for Infant and Toddler Care,” which provides examples on a variety of approaches from State-initiated and community-based models. This resource is available on the Web at <http://www.nccic.org/ccb/issue18.html#1>

■ “Infants and Toddlers in Child Care” (January/February 1996), *Child Care Bulletin* Issue 7, prepared by the National Child Care Information Center for the Child Care Bureau, Administration of Children and Families, U.S. Department of Health and Human Services, includes such topics as: quality care for infants and toddlers; caring for infants with special needs; family and medical leave impact studies; group care environments for infants and toddlers; Early Head Start; school-based care for young children of teen parents; State initiatives on infant and toddler care; and credentials for infant and toddler caregivers. This resource is available on the Web at <http://www.nccic.org/ccb/issue7.html>

ADDITIONAL RESOURCES

■ The *Brain Development Research* document in the Popular Topics section under the Child Development topic of NCCIC’s Web site at <http://nccic.org/poptopics/brain.html> includes information on a sample of national and State organizations with an interest in sharing information on research on brain development in order to promote healthy growth among young

children. It also includes information on additional publications that describe the research about brain development and the implications for parenting and programming and on publications that describe how information about brain development can be used to create policies about early care and education.

■ The *At-Home Infant Care Initiatives Sponsored by States* documents in the Popular Topics section under the Infant and Toddler topic of NCCIC's Web site at <http://nccic.org/poptopics/stateathome.html> provides information about State initiatives to support at-home parental care for infants.

■ Annotated Bibliography of Research on Infant and Toddler Interventions (modified June 2002), a Web site sponsored by the Head Start Bureau, Administration for Children and Families (ACF), U.S. Department of Health and Human Services, funded by the Child Outcomes Research and Evaluation (CORE) team under the ACF, is a bibliography of research related to infant and toddler interventions for at-risk populations. The bibliography includes a searchable database with abstracts of quantitative and qualitative research studies, as well as literature reviews and meta-analyses. This resource is available on the Web at <http://www.acf.hhs.gov/programs/hsb2/it-biblio/index.jsp>.

■ *Study of Early Child Care (SECC) and Youth Development*, supported by the National Institute of Child Health and Human Development (NICHD), is a comprehensive longitudinal child care study that investigates variations in child care that are related to children's development. Phase I of the study was conducted from 1991–1994, and followed 1,364 children from birth to age 3 years. Phase II of the study, conducted from 1995–2000, followed the 1,226 children continuing to participate from age 3 through their third year in school. Phase III of the study is now following over 1,100 children through their sixth year in school through 2005. Additional information, including a Study Summary, Phase I data, and other publications and presentations are available on the Web at <http://156.40.88.3/od/secc/index.htm>.

The National Child Care Information Center does not endorse any organization, publication, or resource.